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ABSTRACT

This document consists of the two 1999 issues of the newsletter of the ERIC Clearinghouse on Elementary and Early Childhood Education (ERIC/EECE). Each issue contains a feature article and one or more short articles on topics related to early childhood education, calls for papers, announcements about Internet resources, news items about and lists of publications from ERIC/EECE, and articles from the Adjunct ERIC Clearinghouse on Child Care. The feature articles are: "Integrating the Project Approach and Work Sampling" by Sallee Beneke (Spring), and "Another Look at What Young Children Should Be Learning" by Lilian G. Katz (Fall). (HTH)

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Laurel Preece, Editor

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Spring 1999 Volume 11, Number 1

eric/eece NEWSLETTER

Integrating the Project Approach and Work Sampling

Sallee Beneke

Early childhood teachers often look for a formula that will simplify the complex nature of teaching and reassure them that their students are well served. Consequently, in planning their curriculum, they often rely on books of activities or even entire units that have been developed for children in the general age range of the children in their class. For example, a teacher might select a unit about leaves from such a book and then implement each of the suggested activities, overlooking the interests or development of the individual children in her class. These types of books can be useful as a supplemental resource for planning, but they cannot replace an observant, thoughtful, and responsive teacher. When teachers rely on predetermined or packaged units and activities, the connection between planning, implementation, and assessment that is at the core of good teaching is ignored.

In *Rearview Mirror: Reflections on a Preschool Car Project,* Sallee Beneke documents the work of a master preschool teacher, her co-teachers, student teachers, and very young children as they explore the automotive laboratory adjacent to their classroom at a community college in the Midwest.

One of the characteristics of high-quality teaching is that the teacher is a decision maker who engages in a cyclical process of documenting/assessing, planning, and implementing. It can be helpful to think of a project as a place within time and space that children and teachers enter together. The role of both teacher and child is to learn, reflect, and do. The teacher watches each child; reflects on the child's knowledge, skills, and dispositions; and then acts as a catalyst to stimulate growth in these areas. As a catalyst, the teacher needs to stay one step ahead of the child, so that she can use her perspective to stimulate each child's learning, curiosity, or consolidation of ideas. She becomes a "child watcher" rather than a "child director." When a teacher takes this role, it is possible for all the children within the project to have an experience that is individually beneficial.

Both project work and documentation practices are conducive to a classroom environment in which teachers can optimize their ability to make good decisions in the cycle of planning, implementing, and assessing children's work and growth. I believe that the Project Approach functions well in this regard because it begins with the child's interests and questions, because it focuses on concepts and processes rather than just "right answers" (Katz, 1994), and because children are encouraged to represent their understanding in many ways. In project work, the teacher is able to create an environment that is responsive to the children's unique abilities and interests.

For example, as we began the project on cars described in *Rearview Mirror,* I had no preconceived notions about which aspects of cars we would ultimately study in depth or what products would emerge as a result of the children's study. However, I was confident that through listening to the children's statements and questions and through documenting their work, we would come to know what they understood and what they were curious about. We would be able to plan activities that would deepen their understandings and challenge their ability to apply skills.

In This Issue

- Integrating the Project Approach and Work Sampling
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Documentation practices, including curriculum-embedded assessment models such as the Work Sampling System (Meisels et al., 1994), complement the Project Approach because they help the teacher make logical connections between children's current knowledge, skills, and dispositions, and because they help teachers plan optimal opportunities for further growth (Helm, Beneke, & Steinheimer, 1998).

With Work Sampling, a teacher uses developmental guidelines and checklists, portfolios, and summary reports to document children's skills, knowledge, behavior, and accomplishments across a variety of curriculum areas. Documentation practices, such as those used in the Work Sampling System, help the teacher connect with both the individual child and the group as a whole. They consist of the observation and documentation of each child's use of concepts and integration of skills, rather than on-demand assessment of limited content and discrete skills.

Preschool children investigate the underside of a car.

Documentation is an ongoing assessment process that helps teachers think about what and how best to teach each child in the group. When documentation practices are not present in a teacher's ongoing decision-making process, the cycle is incomplete—the connection between the characteristics of the child and "what to do in school tomorrow" is broken. The fit is likely to be missing between what could most benefit the child and what is planned as curriculum. When the connection between child and curriculum planning is not supported by teacher documentation and assessment practices, teachers often rely too much on cookbook-type curriculum packages and activity books.

For More Information

Chard, S. C. (1998). *The project approach: Developing curriculum with children. Practical guide 2.* New York: Scholastic. (ERIC/EECE No. PS 025 826)

Helm, J. Harris (Ed.). (1996). *The project approach catalog 2.* Champaign, IL: ERIC Clearinghouse on Elementary and Early Childhood Education. (ERIC/EECE No. PS 027 048)

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Katz, L. G. (1994). *The project approach.* ERIC Digest. Urbana, IL: ERIC Clearinghouse on Elementary and Early Childhood Education. (ERIC Document Reproduction Service No. ED 368 509)

Meisels, S. J., Jablon, J. R., Marsden, D. B., Dichtelmiller, M. L., Dorfman, A. B., & Steele, D. M. (1994). *An overview: The work sampling system.* Ann Arbor, MI: Rebus Planning Associates.

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(This article was adapted from Rearview Mirror: Reflections on a Preschool Car Project, *by Sallee Beneke. The publication, which documents the project with over 90 photographs, is available for $10 from ERIC/EECE, phone: 800-583-4135.)*

5th National Head Start Research Conference

June 28 - July 1, 2000

The Administration on Children, Youth and Families, Department of Health and Human Services, in collaboration with Columbia University and the Society for Research in Child Development, announces Head Start's Fifth National Research Conference, *Developmental and Contextual Transitions of Children and Families: Implications for Research, Policy, and Practice*, to be held June 28-July 1, 2000, in Washington, DC.

The Call for Papers is available on the conference Web site. Proposals are due on July 15, 1999. All inquiries about the Call for Papers or the conference should be directed to Dr. Faith Lamb-Parker, Project Director, Columbia School of Public Health/CPFH, 60 Haven Avenue B3, New York, NY 10032.

Phone: 212-304-5251

Fax: 212-544-1911

Email: flp1@columbia.edu

Web: http://www2.acf.dhhs.gov/programs/hsb/html/nhsc.htm

ERIC/EECE is a cooperating organization in the presentation of this conference.

ERIC/EECE Publications

• ERIC Digests (No cost or shipping charges.)

1999 Digests

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- ☐ *Adopted Children in the Early Childhood Classroom*
- ☐ *Language and Literacy Environments in Preschools*

1998 Digests

- ☐ *Child Care Consumer Education on the Internet*
- ☐ *Video Games: Research, Ratings, Recommendations*
- ☐ *Twins in School: What Teachers Should Know*
- ☐ *Early Childhood Violence Prevention*
- ☐ *Issues in Selecting Topics for Projects*
- ☐ *He Has a Summer Birthday: The Kindergarten Entrance Age Dilemma*
- ☐ *The Transition to Middle School*
- ☐ *Motivation and Middle School Students*
- ☐ *Grouping Students for Instruction in Middle Schools*
- ☐ *Father Involvement in Schools*
- ☐ *Failure Syndrome Students*
- ☐ *Loneliness in Young Children*

1997 Digests

- ☐ *Television Violence: Content, Context, and Consequences*
- ☐ *Looping: Adding Time, Strengthening Relationships*
- ☐ *Helping Young Children Deal with Anger*
  - ☐ Spanish Version
- ☐ *Child-Initiated Learning Activities for Young Children Living in Poverty*
- ☐ *Developmentally Appropriate Practice: What Does Research Tell Us?* ☐ Spanish Version
- ☐ *If an Adolescent Begins to Fail in School, What Can Parents and Teachers Do?*
- ☐ *When Retention Is Recommended, What Should Parents Do?*
- ☐ *Student-Led Conferences at the Middle Level*
- ☐ *A Developmental Approach to Assessment of Young Children*
  - ☐ Spanish Version
- ☐ *Bullying in School* ☐ Spanish Version
- ☐ *The Debate over Spanking*

1996 Digests

- ☐ *Key Characteristics of Middle Level Schools*
- ☐ *Working with Shy or Withdrawn Students*
- ☐ *Preventing and Resolving Parent-Teacher Differences*
- ☐ *Action Research in Early Childhood Education*
- ☐ *Father/Male Involvement in Early Childhood Programs*
  - ☐ Chinese Version
- ☐ *Working with Perfectionist Students* ☐ Chinese Version
- ☐ *Grandparents as Parents: A Primer for Schools*
- ☐ *Enhancing Students' Socialization: Key Elements*
- ☐ *Helping Early Childhood Teacher Education Students Learn about the Internet*
- ☐ *Hispanic-American Students and Learning Style*
- ☐ *Teaching Young Children about Native Americans*
- ☐ *The Contribution of Documentation to the Quality of Early Childhood Education*

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1995 Digests

- ☐ *Financing Preschool for All Children*
- ☐ *School Readiness and Children's Developmental Status*
- ☐ *Encouraging Creativity in Early Childhood Classrooms*
- ☐ *Advertising in the Schools*
- ☐ *Parent, Family, and Community Involvement in the Middle Grades*
- ☐ *Supporting Girls in Early Adolescence*
  - ☐ Chinese Version ☐ Spanish Version
- ☐ *Fostering Resilience in Children*
  - ☐ Chinese Version ☐ Spanish Version
- ☐ *The Benefits of Mixed-Age Grouping*
- ☐ *The Changing Face of Parenting Education*
- ☐ *Performance Assessment in Early Childhood Education: The Work Sampling System*
- ☐ *The Internet and Early Childhood Educators: Some Frequently Asked Questions*
- ☐ *Hispanic Parent Involvement in Early Childhood Programs*
  - ☐ Spanish Version
- ☐ *Full-Day Kindergarten Programs*
- ☐ *Family Involvement in Early Multicultural Learning*

1994 Digests

- ☐ *Integrate, Don't Isolate!—Computers in the Early Childhood Classroom*
- ☐ *Assessing the Development of Preschoolers*
  - ☐ Chinese Version ☐ Spanish Version
- ☐ *The Risks of Rewards*
- ☐ *Peer Conflicts in the Classroom*
- ☐ *Integrating Children with Disabilities into Preschool*
- ☐ *Nutrition Programs for Children*
- ☐ *Children's Nutrition and Learning*
- ☐ *Violence and Young Children's Development*
  - ☐ Chinese Version ☐ Spanish Version
- ☐ *The Project Approach*
  - ☐ Chinese Version ☐ Spanish Version
- ☐ *Resource Rooms for Children: An Innovative Curricular Tool*
- ☐ *Asian-American Children: What Teachers Should Know*
  - ☐ Chinese Version
- ☐ *Video Games and Children*
- ☐ *Lasting Benefits of Preschool Programs*
- ☐ *Using Federal Funds to Improve Child Care*

1993 Digests

- ☐ *Dispositions as Educational Goals*
- ☐ *Self-Esteem and Narcissism: Implications for Practice*
- ☐ *Collaboration: The Prerequisite for School Readiness and Success*
- ☐ *Young Children's Social Development: A Checklist*
  - ☐ Spanish Version

☐ *Health Care, Nutrition, and Goal One*
☐ *Homeless Children: Meeting the Educational Challenges*
☐ *Reggio Emilia: Some Lessons for U.S. Educators*
☐ *Multiple Perspectives on the Quality of Early Childhood Programs*
☐ *Problem Solving in Early Childhood Classrooms*

pre-1993 Digests

☐ *The Portfolio and Its Use: Developmentally Appropriate Assessment of Young Children*
☐ *Aggression and Cooperation: Helping Young Children Develop Constructive Strategies*
☐ *Nongraded and Mixed-Age Grouping in Early Childhood Programs*
☐ *Implementing an Anti-Bias Curriculum in Early Childhood Classrooms*
☐ *The Role of Parents in the Development of Peer Group Competence* ☐ Chinese Version ☐ Spanish Version
☐ *Having Friends, Making Friends, and Keeping Friends*
☐ *Integrated Curriculum in the Middle School*
☐ *Positive Discipline* ☐ Chinese Version ☐ Spanish Version

All Digests in ☐ Chinese or ☐ Spanish

• ERIC/EECE Newsletter

☐ *ERIC/EECE Newsletter*: Twice yearly, free; check here to receive the current issue.

• Resource Lists (No cost or shipping charges.)

☐ *Native Americans: Recommended Books and Resources*. May, 1998.
☐ *Bullying in Schools: Resources*. May, 1998.
☐ *Developmentally Appropriate Practices in Primary Education*. May, 1998.
☐ *The Project Approach*. May, 1998.
☐ *Scheduling at the Middle Level*. May, 1998.

• Major Publications

☐ *NEW! Proceedings of the Families, Technology, and Education Conference* (1998). Anne S. Robertson, ed. Cat. #222, $15.
☐ *NEW! The Best of Parent News: A Sourcebook on Parenting from the National Parent Information Network* (1998). Anne S. Robertson, comp. Cat. #221, $10.
☐ *NEW! The Project Approach Catalog 2*, by the Project Approach Study Group (1998). Judy Helm, ed. Cat. #219, $10.
☐ *NEW! Rearview Mirror: Reflections on a Preschool Car Project*, by Sallee Beneke (1998). Cat. #220, $10.
☐ *REVISED! A to Z: The Early Childhood Educator's Guide to the Internet*, by the ERIC/EECE staff, with an introduction by Dianne Rothenberg (Rev. 1998). Cat. #214, Loose-leaf pages only, $10. ☐ $15 with binder.
☐ *Child Development Knowledge and Teachers of Young Children*, by Lilian G. Katz (1997). Cat. #217, $10.
☐ *Reflections on the Reggio Emilia Approach*, a collection of seven papers (1994). Cat. #215, $15.
☐ *Helping Others with Their Teaching*, by Lilian G. Katz (Rev. 1993). Cat. #213, 30p., $5.
☐ *Distinctions between Self-Esteem and Narcissism: Implications for Practice*, by Lilian G. Katz (1993). Cat. #212, 82p., $10.
☐ *Dispositions: Definitions and Implications for Early Childhood Practices*, by Lilian G. Katz (1993). Cat. #211, 47p., $5.

• ReadySearches

Computer search reprints with 60 to 100 abstracts of ERIC documents and journal articles ($8 each).

☐ *School Readiness*. (Cat. #108).
☐ *Developmentally Appropriate Programs for Young Children*. (Cat. #109).
☐ *Mixed-Age Groups in Early Childhood and Elementary Education*. (Cat. #112).
☐ *Parent-Teacher Conferences, Report Cards, and Portfolios: Kindergarten through Grade 12*. (Cat. #120).
☐ *Parent Education*. (Cat. #123).
☐ *Kindergarten Scheduling/Research*. (Cat. #127).
☐ *The Reggio Emilia Approach*. (Cat. #137).

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High-Quality Care for Infants and Toddlers

Meeting the need for high-quality care for infants and toddlers is a priority in states, tribes, and communities across the country. To support this critical need, the *Child Care and Head Start National Leadership Forum on Quality Care for Infants and Toddlers* was convened in September 1998.

The *Leadership Forum* brought together approximately 250 participants—parents, providers, as well as other experts in the field of child development, research and health, and policy makers at the federal, state, and community levels. *Forum* participants focused on the following five issue areas: (1) partnerships with families, (2) health and safety, (3) building and sustaining an effective infant/toddler child care workforce, (4) capacity building, and (5) research and evaluation.

Although these issues were diverse, the following crosscutting strategies emerged:

1. Continue and expand public awareness and engagement strategies to inform and involve parents, employers, and other stakeholders on issues related to high-quality care.
2. Promote linkages within the child care and Head Start communities and forge new partnerships with groups typically seen as "outside" of the child care community to improve the quality of infant/toddler care.
3. Create child care environments that are models of comprehensive services, based on child-centered, family-focused efforts that make multiple services families may need easily accessible and linked through the child care setting.
4. Seek creative financing strategies and blended funding opportunities to supplement and maximize efforts that support high-quality child care.
5. Focus efforts to improve training opportunities and increase training qualifications for infant/toddler caregivers and expand training efforts that reach caregivers who are outside of the regulatory system.
6. Look for ways to increase compensation and benefits for infant/toddler care providers and to link training with compensation.
7. Examine licensing and regulatory standards to promote child development and ensure health and safety for all children.

Conference proceedings are being written by Zero To Three, for the Child Care Bureau, Administration for Children and Families, DHHS. The report, *Quality Care for Infants and Toddlers*, will be available from the National Child Care Information Center in June 1999.

For additional information or to order a copy of the report, please contact the National Child Care Information Center at 800-616-2242 or info@nccic.org, or visit the NCCIC Web site at http://nccic.org.

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Home Environment Matters More, But Day Care Quality Still Important

What happens to children at home before starting school has about twice the educational impact of day care, a major new study concludes. But the influence of day care still is strong, and the quality of that care makes a significant difference in children's readiness for school, the research shows.

The study, conducted by researchers at the University of North Carolina at Chapel Hill and nine other U.S. centers, evaluated the effect of day care on 1,364 children. Early education experts consider it the largest and most carefully controlled research of its kind.

"Because of major changes in the U.S. workforce, there's been a lot of concern over the past decade about the influence of child care on very young children," said Dr. Martha Cox, a senior investigator at UNC-CH's Frank Porter Graham Child Development Center and a principal investigator. "Unlike in the past, now more than half of women with children under age 1 are in the workforce. Our findings demonstrate clearly that better quality care before the school years tends to prepare children better to succeed in school later on."

> We found that quality child care matters, even when you take into account other family and child variables . . .

Researchers followed children in the study group from birth, observing interactions both at home with mothers and at day-care centers with staff. They also evaluated youngsters with various sophisticated tests of language and mental development and assessed the quality of their homes and care centers.

"We found that quality child care matters, even when you take into account other family and child variables such as income and education of the parents," Cox said. "Children consistently performed better on measures of thinking and language development if they were in good day care than if they were in lower quality care."

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For more information on this study, visit the National Center for Early Development and Learning Web site at http://www.ncedl.org or phone Loyd Little at 919-966-0867 or email him at loyd_little@unc.edu.

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New Early Childhood Internet Journal

The first issue of ERIC/EECE's new Internet journal *Early Childhood Research & Practice* (*ECRP*) is now available at

http://ecrp.uiuc.edu

Published in February 1999, the journal is the first peer-reviewed Internet-only early childhood education journal.

ECRP is designed to make use of video, sound, hypertext links, searching capabilities, reanalyzable data sets, and the interactivity of the Internet, as well as text and graphics. *ECRP* combines the quality ensured by peer review with the flexibility and enhancements made possible by an electronic format.

ERIC/EECE is currently seeking submissions for upcoming issues of *ECRP*. Areas of interest include the development, care, and education of children from birth to approximately age 8. *ECRP* focuses mainly on applied research or on research with clear implications for practice. The journal addresses topics such as parent participation, policy, and emerging practices and issues.

Instructions for authors are available at

http://ecrp.uiuc.edu/authinst.html

For more information, contact the *ECRP* editors at *ecrp@uiuc.edu*.

ResilienceNet

Resilience is defined as the "human capacity and ability to face, overcome, be strengthened by, and even be transformed by experiences of adversity."

ResilienceNet is a World Wide Web site that contains a collection of information and resources related to the resilience of children and families in the face of various adversities. You can visit ResilienceNet at

http://resilnet.uiuc.edu

ResilienceNet provides a comprehensive worldwide source of current, reviewed information about human resilience. The Web sites with resilience resources that are linked to within ResilienceNet have been reviewed by a panel of experts according to a set of criteria for assuring the relevance and quality of the sites. ResilienceNet focuses on resilience in children, youth, and families.

ResilienceNet provides resilience-related information in many different forms, including comprehensive bibliographies of the resilience literature, descriptions of and links to relevant Web sites, and the full text of publications.

For more information, email the ResilienceNet Webmaster at

resnet@ericps.crc.uiuc.edu

Fall 1999 Volume 11, Number 2

eric/eece

Another Look at What Young Children Should Be Learning

Lilian G. Katz

The question of what should be learned must be addressed by all teachers at every level. In terms of broad goals, most teachers and parents readily agree that children should learn whatever will ultimately enable them to become healthy, competent, productive, and contributing members of their communities. But when it comes to the specifics of what should be learned next month, next week, or on any particular day, agreement is not so easily achieved.

The answers will depend partly on the ages of the learners. In other words, the question of *what* should be learned to some extent depends upon *when* it is to be learned. Although the *what* question deals with the goals and objectives of education, the *when* question involves considerations of what we know about the nature of development and how it relates to learning.

Four Categories of Learning Goals

The four categories of learning outlined below are relevant to all levels of education—especially to the education of young children:

Knowledge. In early childhood, knowledge consists of facts, concepts, ideas, vocabulary, stories, and many other aspects of children's culture. Children acquire such knowledge from someone's answers to their questions, explanations, descriptions, and accounts of events, as well as through active and constructive processes of making the best sense they can of their own direct observations.

Skills. Skills are small units of action that occur in a relatively short period of time and are easily observed or inferred. Physical, social, verbal, counting, and drawing skills are among a few of the almost endless number of skills learned in the early years. Skills can be learned from direct instruction or imitated based on observation, and they are improved with guidance, practice, repetition, drill, and actual application or use.

Dispositions. Dispositions can be thought of as habits of mind or tendencies to respond to certain situations in certain

Issues in Early Childhood Education:
Curriculum Design, Teacher Education, and the Dissemination of Information

A symposium in honor of Lilian G. Katz

November 5–7, 2000

A symposium to celebrate Professor Katz's distinguished teaching career will be held on the campus of the University of Illinois at Urbana-Champaign, from Sunday, November 5, through Tuesday, November 7, 2000.

ERIC/EECE invites paper submissions in the following areas: (1) early childhood curriculum design, (2) teacher education, and (3) the dissemination of education-related information.

Abstracts are due by May 15, 2000. For more information, contact ERIC/EECE or visit *http://ericeece.org/katzsymposium/*

In This Issue

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- Early Childhood Research & Practice
- ERIC/EECE Publications
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- ERIC/EECE Web Sites

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ways. Curiosity, friendliness or unfriendliness, bossiness, generosity, meanness, and creativity are examples of dispositions or sets of dispositions, rather than of skills or items of knowledge. Accordingly, it is useful to keep in mind the difference between having writing skills and having the disposition to be a writer. To acquire or strengthen a particular disposition, a child must have the opportunity to express the disposition in behavior. Teachers can strengthen certain dispositions by setting learning goals rather than performance goals.

Feelings. Feelings are subjective emotional states. Some feelings are innate (e.g., fear), while others are learned. Among feelings that are learned are those of competence, confidence, and security.

Other Considerations

Learning through Interaction. Contemporary research confirms that young children learn most effectively when they are engaged in interaction rather than in merely receptive or passive activities (Wood & Bennett, 1999). Young children therefore are most likely to be strengthening their natural dispositions to learn when they are interacting with adults, peers, materials, and their surroundings in ways that help them make better and deeper sense of their own experience and environment. They should be investigating and purposefully observing aspects of their environment worth learning about, and recording and representing their findings and observations through activities such as talk, paintings, drawings, construction, writing, and graphing.

Risks of Early Academic Instruction. Research on the long-term effects of various curriculum models suggests that the introduction of academic work into the early childhood curriculum yields fairly good results on standardized tests in the short term but may be counterproductive in the long term (Schweinhart & Weikart, 1997). It is clearly not useful for a child to learn skills if, in the process of acquiring them, the disposition to use them is lost.

Variety of Teaching Methods. Academically focused curricula for preschool, kindergarten, and primary programs typically adopt a single pedagogical method dominated by workbooks and drill and practice of discrete skills. It is reasonable to assume that when a single teaching method is used for a diverse group of children, many of these children are likely to fail.

The Learning Environment. The younger the children are, the more informal the learning environment should be. Informal learning environments encourage spontaneous play in which children engage in the available activities that interest them, such as a variety of types of play and construction. However, spontaneous play is not the only alternative to early academic instruction. The data on children's learning suggest that preschool and kindergarten experiences require an *intellectually* oriented approach in which children interact in small groups as they work together on projects that help them make increasing sense of their own experience.

For More Information

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This article was excerpted from an ERIC/EECE Digest available online at http://ericeece.org/pubs/digests/1999/katzle99.html or in print by calling ERIC/EECE at 800-583-4135.

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- ☐ *Enriching Children's Out-of-School Time*
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Early Childhood Research & Practice. Available only on the Internet at http://ecrp.uiuc.edu/.

• Resource Lists (No cost or shipping charges.)

☐ *Native Americans: Recommended Books and Resources*. September 1998.
☐ *Bullying in Schools: Resources*. September 1998.
☐ *Developmentally Appropriate Practices in Primary Education*. November 1998.
☐ *The Project Approach*. September 1998.
☐ *Scheduling at the Middle Level*. November 1998.

• Major Publications

☐ *Proceedings of the Families, Technology, and Education Conference* (1998). Anne S. Robertson, ed. Cat. #222, $15.
☐ *The Best of Parent News: A Sourcebook on Parenting from the National Parent Information Network* (1998). Anne S. Robertson, comp. Cat. #221, $10.
☐ *The Project Approach Catalog 2*, by the Project Approach Study Group (1998). Judy Helm, ed. Cat. #219, $10.
☐ *Rearview Mirror: Reflections on a Preschool Car Project*, by Sallee Beneke (1998). Cat. #220, $10.
☐ *REVISED! A to Z: The Early Childhood Educator's Guide to the Internet* (Rev. 1998). Cat. #214, Loose-leaf pages only, $10.
☐ $15 with binder.
☐ *Child Development Knowledge and Teachers of Young Children*, by Lilian G. Katz (1997). Cat. #217, $10.

• ReadySearches

Computer search reprints with 60 to 100 abstracts of ERIC documents and journal articles ($8 each).

☐ *School Readiness*. (Cat. #108).
☐ *Developmentally Appropriate Programs for Young Children* (Cat. #109).
☐ *Mixed-Age Groups in Early Childhood and Elementary Education*. (Cat. #112).
☐ *Parent-Teacher Conferences, Report Cards, and Portfolios: Kindergarten through Grade 12*. (Cat. #120).
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Child Care Issues of the Hispanic Community

The Latino population is among the fastest growing and youngest segments of American society. On November 30, 1999, the Child Care Bureau, Administration for Children and Families, U.S. Department of Health and Human Services, will convene the National Leadership Forum on Child Care Issues of the Hispanic Community. This one-day Forum will focus attention on the critical need for high-quality, affordable child care in the Latino community given rapidly changing demographics and the unique challenges faced by Latino families.

The availability of formal nonparental child care too often falls short of meeting the needs of Latino families. For example, one California study found that among the state's poorest communities, preschool supply in predominately Latino areas was half the average supply observed in other low-income communities. The supply of family child care homes was just one-third the average supply level observed in other poor communities. The gap in availability for Latino children was found to exist even in counties with more ample supply overall.

Latino children and families are found to experience lower quality child care than other children and families. Research on child care quality has consistently found that structural features, such as lower child-staff ratios and smaller group size (Hofferth, 1991, as cited in Chung & Stoney, 1997), among other factors, are strongly related to enhanced child well-being. Yet among children of Latino mothers employed full time who select preschool, studies have found that the child-to-staff ratio averages 17:1 (Fuller, Eggers-Piérola, Holloway, Liang, & Rambaud, 1996). These ratios are considerably higher than recommended standards.

The cultural characteristics of Latino families and the unique challenges they face must be better understood by the child care field in order to find ways of addressing the issues of quality and availability outlined above. Cultural differences in child-rearing beliefs and practices affect the choices that parents make.

Latino children and families are found to experience lower quality child care than other children and families.

For example, research has found that "Latino families are family oriented, endorse warm parenting practices, and emphasize collective forms of obligation over individualism and self-assertion" (Delgado-Gaitan, 1994; Hashima & Amato, 1994, as cited in Fuller, Holloway, & Liang, 1996). The role of language and how it affects the child care selection process also has implications for many non-English-speaking Latino families. In general, studies have found that among low-income families, children with non-English-speaking parents are less likely to enroll in a child care center (Fuller, Holloway, & Liang, 1996).

The Leadership Forum will explore these topics, encouraging participants to share innovative practices and providing an opportunity for small-group discussions among diverse leaders within the child care field. Participants will develop a list of key recommendations that will focus on improving aspects of the child care delivery system for Latino families. These recommendations will provide a framework for future action on the part of the federal government, state agencies, communities, and national organizations.

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For detailed information about the Leadership Forum or child care and Latino families, contact the National Child Care Information Center at 800-616-2242 or visit http://nccic.org.

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ERIC/EECE Web News

Reading Pathfinder Web Site

The Reading Pathfinder, a new Internet resource, organizes Web and print resources related to the literacy development of children from birth through age 8 for use by parents, educators, caregivers, policy makers, program planners, and community members.

This new resource provides an innovative interface to Web-based resources on the topic of learning to read. The project combines the flexibility of accessing information via the Internet with an easily navigable structure formed around common questions about reading posed by potential users.

The Reading Pathfinder links readers to information on the process of learning to read, as well as to community, regional, and national resources that can help preschool programs, schools, and communities support children's literacy. Visit the Web site at:

http://readingpath.org

CLAS Web Site

ERIC/EECE works closely with the Culturally and Linguistically Appropriate Services (CLAS) Institute in the development of their Web site. The CLAS Web site has recently been redesigned to make it easier for users to navigate through the site and to search the CLAS collection.

The collection contains reviews of resources that have been examined by the CLAS review board. These resources are intended for professionals who work with culturally diverse young children, especially those with special needs, and their families. In some cases, CLAS provides the full text of the resource or a link to the full text of the resource on another Web site. The home page and secondary pages are available in Spanish as well as English. Visit the CLAS Web site at:

http://clas.uiuc.edu

QIC-D Web Site

The Quality Improvement Center for Disabilities (QIC-D), which serves six states (IL, IN, OH, MN, MI, OH), helps Head Start/Early Head Start grantees to serve children with disabilities, birth to 5, and their families by providing ongoing staff development. These training and technical assistance opportunities build upon program strengths and foster partnerships between the grantees and stakeholders in their communities. Visit the Web site at:

http://qicd.uiuc.edu